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ABSTRACT

Brief summaries are given of the research activities of the Research Committee of the Texas Association of Junior College Instructional Administrators. The reports ar on investigations of how transfer students succeed in four-year colleges and universities, new methods of teaching various sciences, new curriculum designs, and how to develop better student-teacher relationships. (SCM)

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TEXAS COMMUNITY JUNIOR COLLEGE RESEARCH

1973-74

THIRD ANNUAL REPORT

TO

THE TEXAS ASSOCIATION

OF

JUNIOR COLLEGE INSTRUCTIONAL ADMINISTRATORS

BY

THE RESEARCH COMMITTEE

JUNE 11, 1974

THE PRESIDENT'S MESSAGE . . .

The Texas Association of Junior College Instructional Administrators was formed at the annual junior college convention in February 1969 and has been an active organization since that time. The membership of the organization is composed of the instructional administrators of the junior colleges of the state.

At the October 1970 meeting of T. A. J. C. I. A., Dr. James Reynolds of the University of Texas at Austin proposed establishment of a standing Research Committee composed of junior college instructional administrators and university professors who conduct or supervise research related to junior college instruction. The president of our organization appointed such a committee for the purpose of coordinating research needs with research expertise. The committee has met regularly since that date.

What is research but a blind date with knowledge? The Association has to this time accepted the challenge of relevant research, and today this is more important than ever before.

We are facing increased emphasis on the quality of the learning process. New curriculum patterns are emerging, and it is important for all of us to be aware of effectual and ineffectual methods. The teaching-learning process must be revitalized, and one way or another research will play a major role in this revitalization.

The opening up of higher education to the "new learning society" has made adjustments and new curriculum necessary. Colleges must keep abreast of these developments and be prepared in advance to meet challenges and not be continually reacting after a situation arises.

What better way to meet these challenges than through an alert and active research committee? I commend this committee and urge you to keep up the good work.

Sincerely,

Levi Hall

Levi H. Hall, President
Texas Association of Junior College Instructional Administrators

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A Study of the Academic Success of Junior College Transfer Mathematics Majors At Sam Houston State University

Dan Wagner

This study was made to determine the academic success in mathematics of certain junior college transfer students at Sam Houston State University. In general, the purposes of the study were: (1) To compare the cumulative scholastic achievement in mathematics of students who transferred from junior colleges to Sam Houston State University with the cumulative scholastic achievement in mathematics of students who completed all their coursework in mathematics at Sam Houston State University; (2) To compare the scholastic achievement in pre-calculus mathematics of students who transferred from junior colleges to Sam Houston State University with the scholastic achievement in pre-calculus mathematics of students who completed all their coursework in mathematics at Sam Houston State University; and (3) To compare the scholastic achievement in junior and senior level mathematics of students who transferred from junior colleges to Sam Houston State University with the scholastic achievement in junior and senior level mathematics students who completed all their coursework in mathematics at Sam Houston State University. Also, a comparison was made of the teaching experience and academic preparation of the mathematics faculties of the junior colleges involved in the study with those of the mathematics faculty of Sam Houston State University.

No significant differences in scholastic achievement in mathematics between the students who transferred from junior colleges to Sam Houston State University and the students who completed all their coursework in mathematics at Sam Houston State University were found. However, the analysis of the data pertaining to the scholastic achievement in junior and senior level mathematics of students who transferred from junior colleges to Sam Houston State University with more than 10 semester hours of credit in mathemetics and students who completed all their coursework in mathematics at Sam Houston State University indicated a need for further study because of the proximity of the critical values.

The evidence presented in the study indicated that the following conclusions appear to be in order:

1. Those students who begin their college coursework in mathematics at a junior college will achieve as well, scholastically, in mathematics at Sam Houston State University as those students who complete all their coursework in mathematics at Sam Houston State University.
2. The mathematics faculties differ primarily in that there is a greater diversity of teaching experience in the junior college mathematics faculty and that the Sam Houston State University mathematics instructors had a more extensive academic preparation.

From the total of 721 questionnaires sent, a total of 605, or 83.9 per cent, were returned. From this total of 605, 580, or 80.4 per cent, were usable returns. Fifteen states reported with a 100 per cent return.

FINDINGS. An analysis of the data concerning faculty policies in accredited community and/or junior colleges across the country indicated that the majority (536 out of 560, or 95.8 per cent) utilized some type of evaluation form to some degree, ranging from moderately to extensively. A majority, 540, or 96.6 per cent, related that there was some form of faculty participation in devising their respective evaluation tools. Five hundred and eleven, or 93.8 per cent, utilized some degree of faculty participation, while 516, or 92.5 per cent, involved students in the evaluation process. Also a majority, 511, or 94.3 per cent, indicated evaluations were performance-based.

In comparison with faculty and student participation, only 390, or 61.0 per cent, mentioned that there was some degree of committee involvement. Only 410, or 75.8 per cent, of the respondents revealed that evaluations affected promotions. Four hundred and seventeen, or 79.3 per cent, indicated tenure was affected and only 310, or 59.4 per cent, of the colleges listed evaluations as a factor in salary considerations.

It would appear from an analysis of the data concerning faculty policies, that the greatest majority of

ABSTRACT

AN ANALYSIS OF FACULTY EVALUATION PROCEDURES IN ACCREDITED COMMUNITY AND/OR JUNIOR COLLEGES IN THE UNITED STATES

Publication No. _____
Jan T. Wennstrom, Ed.D.
Baylor University, 1974

Major Professor: Dr. T. W. Rigby

PURPOSE. The purpose of this study was to determine and analyze the procedures by which faculties in accredited community and/or junior colleges in the United States are evaluated. Specifically, the purposes of this study were threefold: (1) to determine the manner in which instructors are evaluated in accredited community and/or junior colleges, (2) to identify factors important to excellence in instruction as viewed by junior college administrators, and (3) to determine to what extent innovations in faculty evaluation were in use.

PROCEDURE. Descriptive research methods were utilized in the study. The sample, which consisted of 721 accredited community and/or junior colleges throughout the nation, was compiled from the bulletin of the American Association of Collegiate Registrars and Admissions Officer.

schools utilized faculty, students, evaluation forms, and performance-based factors, while committees appeared to be of lesser importance.

The number one ranked professional characteristic was "classroom performance" and "innovative instruction" was ranked second. It would thus appear that administrators across the country are most concerned with these two professional factors when considering their evaluation procedures.

Personal characteristics were divided into two categories, to which administrative officers were asked to respond. The first category included the three traits that the respondent felt were the most important characteristics concerning the faculty member's personal attributes. The second category included the three characteristics that the respondent felt were least important in assessing the faculty member's personal traits.

Four hundred and thirty-five, or 78.2 per cent, of the respondents checked "willingness to help students" as one of the three most frequently checked personal characteristic. The second most frequently checked trait was "honesty and integrity" with 293, or 52.7 per cent, of the administrative officers indicating a preference for this trait. The third most frequently checked item, with 208, or 37.6 per cent, was "enthusiasm."

Two hundred and sixty-one respondents, or 46.9 per cent, marked "appearance" as being one of the three least

important traits. One hundred and seventy-five, or 31.5 per cent, marked "self-critical," and 150, or 27.0 per cent, indicated "health" as being one of the least important personal characteristics. While many of the respondents expressed the opinion that all of the personal characteristics were important, they tended to check similar traits as being either most important ("willingness to help student," "honesty and integrity," "enthusiasm"), or least important ("appearance," "self-critical," "health").

The section of the questionnaire dealing with evaluation procedures was an attempt to determine not only the current procedures utilized by the accredited schools, but the advantages as well as the disadvantages of the procedures. At the same time, an attempt was made to determine the most important procedures, as determined by the respondents, as well as the most important advantages and disadvantages of the procedures.

Over three-fourths (78.0 per cent) of the community colleges involve students, to some degree, in the evaluation process, and it is considered by responding administrators to be the most important procedure. Approximately three-fourths, or 74.4 per cent, of the accredited community and/or junior colleges across the country utilize the conference approach. This was followed by the written evaluation with 63.7 per cent. Inservice activities were listed by less

than 20 per cent of the respondents, and ranked last as a current procedure.

Among the evaluation procedures considered most important, evaluation by students led the responses with 29.5 per cent. Twenty and three-tenths per cent felt that self-evaluation was most important, and 19.8 per cent of the 567 respondents felt that the conference was the most important procedure.

Of the 538 accredited colleges responding to the section concerning evaluation procedure advantages, 70.6 per cent checked "increases awareness," 67.7 per cent checked "allows for improvement," and 53.9 per cent checked "fair." Thirty-one and eight-tenths per cent of the respondents felt that "allows for improvement" was a most important advantage, 28.3 per cent indicated "increases awareness," and 23.4 per cent circled "fair."

Five hundred and fourteen colleges responded to the section of the questionnaire dealing with evaluation procedure disadvantages and 57.6 per cent indicated that their procedures "takes time." Thirty-five and two-tenths per cent listed "little allowance for community involvement," and 22.6 per cent listed "inefficient." Important disadvantages were listed as "takes time," with 25.3 per cent, "little allowance for community involvement," with 8.8 per cent, and "inefficient," with 6.2 per cent.

Two items which were designed to let respondents answer without feeling uncomfortable about their reply: "takes time," and "little allowance for community involvement." It would be entirely possible for an effective evaluation procedure to take time, and therefore not be a disadvantage. It may also be possible for an outstanding evaluation program to lack the opportunity for community involvement.

One of the most revolutionary of the various evaluation procedures mentioned occurred in California in 1971 when a state law was enacted requiring that all community colleges develop and administer written guidelines to be used as evaluation procedure.

The additional comments that respondents offered the researcher provided further insight into some of the problems facing the two-year college. Occasionally a college sent along a copy of their evaluation procedures. Several schools indicated that they were either unhappy or dissatisfied with their present evaluation procedures. A number of other colleges remarked that their procedures were changing and that they were still working on revising them.

CONCLUSIONS. The following conclusions were based on the findings.

1. That chief administrative officers are satisfied with some type of evaluation form that can be

utilized in the determination of the evaluation of the faculty member.

2. That there is considerable support for the inclusion of both faculty and students in the evaluative process.
3. That there is little support for committee involvement for faculty evaluation on a national basis.
4. That remarks and replies received relating to promotions, tenure, and salary as they related to the policy of the college were vague.
5. That a number of other important professional aspects play a subordinate role to the instructor's effectiveness in the classroom.
6. That administrators regard the combination of innovative ideas in instruction, combined with performance in the classroom, as two very important factors to be taken into consideration in the evaluative process.
7. That the willingness of the instructor to help students was considered the most important personal characteristic by more respondents than any other single trait.
8. That as long as the faculty member was strong in some other personality characteristics, the condition of his personal health was relatively unimportant.

9. That the most common evaluative procedures utilized in junior colleges throughout the country for evaluating faculty members are: evaluation by students, the conference approach, the written evaluation form, the classroom visitation, and the self-evaluation.

RECOMMENDATIONS. A number of recommendations evolved from the study.

1. That a study be initiated to analyze and determine specific evaluation problems and procedures in large public community and/or junior colleges. These schools need to be considered separately in that their problems are unique to their size.
2. That a study be initiated tc analyze the faculty policies in greater detail. Promotions, tenure, and salary considerations appear to warrant closer examination.
3. That faculty evaluations include the classroom observation as a supportive tool in faculty evaluations.
4. That each community and/or junior college allow sufficient time for the administration and faculty to work on the planning and implementation of the procedures that have been mutually agreed upon.

5. That effective preservice and inservice programs be developed which will involve both administrators and faculty, and also students where desirable, with emphasis placed on the improvement of instruction and the sharing and utilization of innovative ideas and methods.

AN ANALYSIS OF ATTITUDES OF SELECTED STUDENTS TOWARD FIVE SEGMENTS OF SAN ANTONIO COLLEGE'S INSTITUTIONAL IMAGE: A PILOT STUDY

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Submitted to Dr. Dewey D. Davis
The College of Multi-Disciplinary Studies
The University of Texas at San Antonio
November, 1973

Abstract

The investigation concerned the attitudes of students enrolled at San Antonio College regarding that institution's image.

Data was gathered from one-hundred students enrolled in Speech 305 ("Fundamentals of Speech") in San Antonio College's Day Division in the 1973 fall semester. The respondents did not constitute a random sample and were not intended to represent one. However, in several areas of demographic makeup, the sample population stratification closely resembled the College's overall student body profile.

Respondents expressed their opinions, via an anonymous multiple-choice type questionnaire, about the academic quality of the College, faculty members' commitment to teaching excellence and interest in students as individuals, the overall intelligence of the

College's student body, the quality of career education or preparation they were receiving, and the value of counseling and guidance provided them by the College's Counseling Center. The respondents were asked to indicate what their opinions had been prior to enrollment at San Antonio College as well as their current attitudes toward the five areas investigated.

Based upon the responses, it was apparent that students' current opinions were more positive than their opinions of the College had been prior to attendence; the only exception to this pattern was in the area of counseling and guidance, where the students generally were disappointed in the value of that service.

However, with few exceptions, on a five-point scale, less than one-point difference was observed between pre- and post-enrollment attitudes.

Little difference in attitudes was indicated among male-female and ethnic groups; overall attitudes were generally consistent with the composite attitudes of the sample population as a whole.

Positiveness of attitudes generally increased as classification and age of the students rose, and, as a group, students transferring to San Antonio College had less positive attitudes both prior to and after enrollment than did students who had attended only San Antonio College.

ABSTRACT

Talley, W. Bryan, B.S., University of Houston, 1962
M.Ed., Sam Houston State College, 1966
M.A., Sam Houston State University, 1969
Doctor of Education, Fall Commencement, Northwestern State University of Louisiana, 1973
Major: Secondary Education; Minor: History
The Development of Instructional Innovations in Social Studies as They Compare With Practices and Opinions in Selected Junior Colleges of Texas
Dissertation directed by Professor I. R. Bearden
Pages in Dissertation, 132. Words in Abstract, 592.

Purpose of the Study: The purposes of this study were to: (1) determine the innovative teaching techniques utilized in junior college social studies instructional programs; (2) ascertain the innovative practices in the social studies departments of the selected schools as viewed by the department chairman; (3) obtain the opinions of the respondents with regard to the use of innovative teaching techniques in social studies; and (4) compare selected variables concerning the academic background of the department chairman with the ten most innovative and ten least innovative junior college social studies departments.

Procedure: The investigation was a descriptive study in which a personal interview schedule was used to collect data. Twenty junior colleges were determined by a random selection within the Gulf Coast region of Texas. The instrument was validated by a panel of experts. The data collected was reported in numbers and percentages.

Findings: Twenty-five per cent of the respondents indicated that they were using audio visual aids extensively. Other

techniques, totaling thirty per cent respectively, included small group discussion, independent study, and team teaching. A total of thirty-six current instructional practices were determined in the study.

Median opinions with regard to innovations as determined by research and related literature were based on a scale of one to three. The following techniques were considered excellent: (1) interaction between social studies staff members and students; (2) audio-visual aids; (3) current events; (4) lecturing; (5) "mini" courses; (6) social activism; (7) guest speakers; and (8) audio-visual projects developed by students.

Lastly, the investigation sought to determine the ten most and ten least innovative junior college social studies departments based upon a cumulative total of internal and external criteria. The range was 13 to 22 instructional innovations within the most innovative social studies departments. The range of the least innovative social studies departments was 7 to 12 instructional innovations. Comparing these results to the academic background of the respondents, the study reported that fifty per cent of the most innovative departments were headed by individuals with earned doctorates. Forty per cent of the administrators were those with earned doctor of philosophy degrees. Further, ninety per cent of the administrators were selected from the ranks and had served 5.3 mean years prior to

promotion. All of the respondents interviewed enrolled in and received credit for education courses in four-year institutions. Seventy per cent of the most innovative respondents reported that these courses had been beneficial in terms of effective administration. Sixty per cent stated that such courses were necessary in order to qualify for their administrative position. All of the respondents indicated that educational psychology and junior college courses had been important in so far as effecting an acceptable instructional program within their departments.

Conclusions:

1. Social studies departments did not have written philosophies or job classifications separate from their respective institutions.

2. Rank was not popular in the selected junior colleges.

3. Administrators considered the following personnel qualifications important: "teaching-oriented" doctorate, master's degree with additional subject matter credit hours, and public school teaching experience.

4. Growth rate of the junior college enrollment contributes to overcrowded classes in social studies education.

5. The respondents were interested in improving their instructional programs.

6. Emphasis in the social studies departments remains upon the transfer student. Other students, such as the vocational, terminal, foreign, and continuing education pupils, find that curriculum changes are not meeting their needs.

7. Social studies department chairmen have a misconception of the term innovation.

8. Increasing emphasis is being placed upon the use of audio-visual aids to improve the instructional program of social studies departments.

9. Innovations are deemed important to some extent in the social studies departments of the selected schools..

FACULTY STATUS IN TEXAS PUBLIC COMMUNITY COLLEGES

Mr. Kenneth J. Wallace
and
Dr. James W. Tunnell

In November 1971, and again during the final month of 1973, a carefully designed questionnaire went out to community colleges throughout Texas. The instrument was designed to prove the most important areas of a community college teacher's professional life. The areas isolated for study included teaching load, office hours, rewards for extra class activities, class size, evening teaching obligations of Day College faculty, contact hours for occupational faculty, ages, degree status, professional experience prior to entering community college teaching, professional growth activities and incentives, in-service programs, tenure and fringe benefits and of singular importance salaries.

Forty-eight institutions were asked to participate in the first study with 40 responding. The second study included 53 institutions with 40 responding. In both studies the responding institutions represented more than 90 per cent of the student body and faculty in Texas community colleges. It seems consistent to assume that these data of each research date represent an accurate description of faculty status.

Teaching Load

Fifteen semester hours constituted the average full-time instructional load for both years despite the fact that almost 20 per cent of the community colleges considered 16-17 semester hours a full-time instructional load in the 1973 research. The percentage of instructors teaching an overload increased from 20 to 22 per cent during the latter period with three hours being the average overload.

The years studied witnessed a two per cent increase (from 10 to 12 per cent) in the number of instructors with 20 contact hours. Two out of three schools used the two to one (2:1) formula for equating laboratory with lecture hours.

TEACHING LOAD 1973-74

Credit Hours That Constitute a Full-Time Instructional Load	12 Hrs.	15 Hrs.	15.5 Hrs.	16.5 Hrs.
Per cent of colleges	2.5%	80%	2.5%	15%

Three hours overload is the average number of overload hours permitted.

The semester hour rate of pay for overloads is $230.

Office Hours

In addition to the required contact hours of the [redacted] (STUDENT) load, faculty members found their office hours increased from an average of 11 in 1971 to 14 in 1973.

Extra Class Activities

It is of more than passing interest to note the consistency of change in rewards of additional salary or reduced load to faculty involved in selected activities outside the classroom. The following chart shows that the percentage of institutions rewarding extra class activities is increasing markedly in almost every category.

Extra Class Activities	Extra Pay Yes		Reduced Loads Yes	
	1971	1973	1971	1973
Innovative Projects	10%	26%	28%	39%
Curriculum Revision		15	20	27
Holding an office in professional organizations			8	6
Funded Research activities	10	15	13	19
Administrative duties:				
division chairman	60	84	43	72
department chairman	50	63	35	50
athletic director	58	74	43	61
votech coordinator	43	85	38	85
Drama and musical productions	15	19	33	38
Coaches of directors of competitive activities	50	66	35	55
Sponsoring a student organization	3	6	3	3

Class Size

Average student load is without notable change during 1971-73. The averages ranged from a low of 18 students per class in developmental studies and 20 per class in technical and vocational courses through the middle and high twenties in math, humanities and English to a high of 30 in science

and 33 in social science. The most frequent observation was a very small increase in number of students per class.

STUDENT LOAD PER TEACHER 1973-74

	Average Student Load of Colleges in Study	Per cent of Colleges in Study Having an Average Student Load of 25 or Less	Per cent of Colleges in Study Having an Average Student Load of 26-40	Per cent of Colleges in Study Having an Average Student Load of 40 or more
English Composition	29	68%	26%	6%
Other Communication Courses	24	66	32	2
Social Science	33	28	67	5
Humanities	23	61	39	
Technical & Vocational	20	81	19	
Science	30	44	56	
Math	25	62	38	
*Basic of Developmental	18	98	2	
Physical Education	25	57	43	

*67% of basic or developmental courses had a student load of 19 or less.

Day College Faculty With Evening Obligations

In keeping with increased rewards for extra class activities and an increase in class size, however small, the Day College faculty required to be available for teaching in the Evening College increased from 75 to 80 per cent. Currently, 64 per cent of Texas institutions have 10 per cent or less of the Day College faculty actually teaching in the Evening College even though a much larger

percentage are contractually obligated if called on to teach.

Occupational Instructors

One half of the Texas colleges have a separate institutional policy for occupational instructors. Of those with a separate institutional policy 53 per cent allow 24 or less contact hours while 41 per cent recommend from 25 to 30 contact hours. The average teaching load is very close to 25 contact hours.

Professional Status and Growth

Generally speaking, the age of Texas community college teachers is declining. In 1971, 57 per cent were under 40 years of age while currently, 60 per cent are below age 40. Division of faculty into age ranges is as follows:

Age ranges	1971	1973
25 and under	4%	3%
26-30	16	18
31-35	20	22
36-40	17	17
41-45	15	15
46-50	11	10
51-55	7	8
56-60	6	4
61 and over	4	4

Degree Status

The 1971 national percentage of community college teachers in the masters category compared exactly with the Texas situation as 77 per cent. In 1973, the scene had

changed in Texas with only 72 per cent in this category. Contrasting data are listed below.

Degree	Full-time Staff 1971	1973
No baccalaureate degree	4%	7%
Bachelor's degree	12	13
Master's degree	48	41
Master's plus 24 hours	19	19
Master's plus 48 hours	10	12
Doctorate	7	8

No significant change in terminal degree people appears evident. However, the opposite end of the spectrum spells out a change, with more teachers below the masters level and fewer bare master's. One could reason that the increase in technical/vocational education and an additional year's part-time graduate study by masters people may explain the respective change.

Previous Professional Experience

The previous experience of Texas instructors according to data received is noted in the table below.

	Full-time Staff 1971	1973
Teaching in a four year college	11%	9%
Teaching in a secondary school	36	33
Graduate school	20	21
Retired military service	5	4
Business and industry	17	21
Teaching in a community college	11	12

Observation of the hiring practices of a few major community college districts in Texas tempts speculation that the changes may be caused by a move toward hiring more

instructors schooled in the community college philosophy. The notable increase in instructors from business and industry points toward the vocational/technical movement in the community colleges and decreased job opportunities as a result of a currently declining economy.

Professional Growth Activities and Incentives

Institutions responding to the questionnaire were asked about professional growth activities required or encouraged for faculty members. It is no surprise that a much larger percentage of institutions encouraged rather than required various professional growth activities. Only three growth activities were required with significant regularity; college credit courses were required by one third of the reporting institutions; in-service program by two thirds and curriculum development projects by slightly more than one fifth of the schools reporting. Data received on professional growth activities and incentives is shown in the chart below.

Growth Activities	Required		Encouraged	
	1971	1973	1971	1973
College credit courses	30%	29%	72%	71%
In-service programs	60	65	35	35
Workshops (at local state and regional level)	20	12	73	88
Attendance at professional meetings	15	5	80	95
Travel			73	100
Visitation to other colleges	5	8	83	92
Writing for publication			53	100
Curriculum development projects	28	22	73	78
Sabbatical leaves			20	100

Required activities were then analyzed for frequency. It seems that Texas community colleges experienced district policy changes during the period under study. The changes depicted in the chart below are consistent to the point of being self explanatory.

Growth Activities	Annually 1971	Annually 1973	Every Two Years 1971	Every Two Years 1973	Every Three or more yrs. 1971	Every Three or more yrs. 1973
College credit courses	7%	5%	11%		32%	24%
In-service programs	75	63	7			2
Workshops (at local, state or regional level)	29	12	7		7	
Attendance at professional meetings	29	5	4			
Travel						
Visitations to other colleges	18	8	7		4	
Writing for publication	10				8	
Curriculum development projects	29	22	7		4	
Sabbatical leaves						

Incentives used to encourage faculty members toward professional growth activities are taking an interesting turn as reflected below.

Incentives	1971	1973
Regular salary schedule increment	100%	90%
Travel and per diem to appropriate meetings	98	90
System of merit pay	28	18
Arranging for substitute teacher	68	63
Publicity of an instructor's achievements	83	75
Funding of special projects	48	43

Without exception, the incentives were diminished during the period studied. However, community colleges were asked to respond to the specific encouragements listed above. The questionnaire was not designed to determine the existence of or to capture information concerning other possible incentives.

In-Service Programs

A careful analysis of in-service programs reveals that the number of institutions with a regularly scheduled program of in-service training decreased from 73 per cent in 1971 to 65 per cent in 1973. The nature of these programs can be seen in the factors that applied to them collectively. Information was collected for the five factors listed below.

Factors	1971	1973
Planned by teachers only	3%	%
Planned by administrators only	27	12
Planned by teacher-administrative committee	77	88
Released time for faculty provided	57	63
Adequate financial resources provided	73	74

The obvious conclusion is a movement toward a joint effort by teachers and administrators with increased funding and increased availability of free time provided for teachers. Practices most frequently employed in Texas in-service programs are as follows:

In-service Practices	1971	1973
Conferences	73%	74%
Consultant services	80	81
Demonstration teaching	10	33
Exchange teaching	3	4
Intervisitations	23	30
Extension or evening courses	43	33
Faculty meetings	73	81
On-going orientation program	43	67
Preparation and evaluation of instructional materials	67	78
Faculty reports on innovative projects they are conducting	40	67
Other		

Demonstration teaching, extension or evening courses, faculty meetings, on going orientation programs, preparation and evaluation of instructional materials, and faculty reports on individual innovative projects appear to be catching on and increasing rapidly in Texas community college as a part of in-service programs.

Tenure and Fringe Benefits

The percentage of Texas community colleges with a tenure policy has decreased from 70 per cent in 1971 to 65 per cent in 1973 with no apparent cause for this phenomenon evident in this research.

Methods used to grant tenure by those colleges with such a policy in 1973 marks of a movement away from tenure in Texas community colleges. The most frequent process for granting tenure (45 per cent) is by the president, upon faculty recommendation. The trend of the tenure scene is reflected below.

Methods Used	1971	1973
Tenure granted after 3 years	56%	%
Tenure granted after 5 years	30	
Granted by president only	26	18
Granted by faculty committee		
Granted by faculty committee with president's approval	4	9
Granted by president, after departmental recommendation	56	45

When questioned about faculty fringe benefits partially or wholly financed by the college, sick leave and faculty travel stood at the top of the list respectively. Most certainly, the criteria used by each school to identify benefits financed by the institution varied markedly among the schools. Changes in benefits for 1971 and 1973 are considered in the table below.

Fringe Benefits	1971	1973
Health insurance	55%	70%
Faculty travel (to meetings, workshops, etc.)	98	95
Sick leave	100	98
Secretarial assistance	93	88
Medical insurance	55	63
Maternity leave	38	63
Military leave	23	43
Reserved faculty parking	70	63
Social security	60	40
Life insurance	48	63
Sabbatical leave	20	20
Bereavement leave	75	68

The majority of colleges in 1973 provide 10 days sick leave annually, cumulative from 30 to 60 days. A substantial portion (21 per cent) grant six days or less annually, cumulative to a maximum of 30 days. Approximately

one third (31 per cent) grant 12-15 days annually, cumulative from 60 to 120 days.

Currently, 20 per cent of Texas community colleges report a sabbatical leave policy. One hundred per cent of the schools require a return to the college for one or more years. Limitations placed on sabbatical leavel policies have increased without exception while benefits have leaned toward a decrease.

Sabbatical Leave Policy	1971	1973
Five or more years of service to the college required for eligibility	29%	33%
Maximum of one semester duration	29	33
Maximum of two semesters duration	57	67
Required to return to your college after sabbatical for 1 or more years of service	86	100
Granted at one-half of salary	57	43
Granted at full salary	14	14

Instructional Salaries

The average salary for full-time instructional personnel in Texas increased less than $1,000 over the period considered in this research. A series of tables relating to faculty salaries are presented below to point up significant data concerning various levels of educational preparation.

BACHELORS DEGREE

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	7756	6000-9880	9665	6949-13374
Top 1/3	8830	8262-9880	12104	10970-13374
Middle 1/3	7597	7263-8000	9743	9000-10970
Bottom 1/3	6734	6000-7200	8029	6949-8700

MASTERS DEGREE

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	8474	6800-10820	10844	8200-15433
Top 1/3	9335	8883-10820	13502	11925-15433
Middle 1/3	8387	8150-8820	10773	10020-11500
Bottom 1/3	7627	6800-8000	9238	8200-10000

MASTERS +24 SEMESTER HOURS

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	9159	6944-11320	11901	8444-17033
Top 1/3	10273	9470-11320	14665	13773-17033
Middle 1/3	8991	8665-9387	11993	10890-13690
Bottom 1/3	8215	6944-8660	10120	8444-10785

MASTERS +48 SEMESTER HOURS

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	9758	7158-12550	12673	8658-18500
Top 1/3	11040	10030-12550	15726	14760-18500
Middle 1/3	9543	9300-10000	12803	11570-14390
Bottom 1/3	8691	7158-9200	10559	8658-11400

DOCTORATE

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	10466	7800-14350	14343	9800-19833
Top 1/3	12169	10685-14350	17150	16300-19833
Middle 1/3	10127	9660-10600	14196	12800-15615
Bottom 1/3	9245	7800-9650	11403	9800-12200

Increments

BA	MA	MA & 24	MA & 48	Doctorate
Annual Increment $220	Annual Increment $233	Annual Increment $231	Annual Increment $686	Annual Increment $225
Number of Increments 9	Number of Increments 11	Number of Increments 13	Number of Increments 14	Number of Increments 15

THE CONCEPT OF AN IDEAL TEACHER-STUDENT RELATIONSHIP: COMPARISONS OF PERCEPTIONS OF FACULTY, STUDENTS, AND ADMINISTRATORS OF A JUNIOR COLLEGE

Publication No. _____

Charles Norris Johnson, Ph.D.
The University of Texas at Austin, 1973

Supervising Professor: James W. Reynolds

This study explored the perceptions of certain faculty, students, and administrators of a large public junior college in Texas as to the teacher-student interaction thought most and least desirable at a junior college. Assessment was also made to determine if the junior college groups described the ideal teacher-student relationship in very similar terms to therapists' published description of an ideal therapeutic relationship. The 53 subjects were selected from faculty, administrators, and students at the South Campus, Tarrant County Junior College, Fort Worth, Texas, in the fall, 1972.

A Q-sort instrument containing 75 statements about the teacher-student relationship divided into the dimensions of communication, emotional distance, and status was used to elicit rankings from the respondents. Responses were analyzed to ascertain differences in rankings between individual raters and between groups. Correlation coefficients were computed by the method of squared differences.

The results indicated significant agreement among the individual raters and between groups as to the nature of the ideal and least ideal teacher-student relationship at a junior college. Ninety-four per cent of the intercorrelations between individual raters showed substantial agreement at a .01 level of significance. Correlation coefficients between groups were well above the .01 level. The data also showed high agreement among the groups according to the items, the dimensions, and the levels within the dimensions. Further, there was much similarity between the descriptions of the ideal and least ideal teacher-student relationship and the ideal and least ideal therapist-patient relationship.

The most ideal teacher-student relationship, according to the raters in the study, was heavily weighted with positive communication statements. The ideal teaching relationship may be summarized as good or excellent communications in a peer relationship which is emotionally close or very close.

The least ideal teacher-student relationship was heavily weighted on the status dimension at the level where the instructor feels superior or looks down on the student, and on the emotional distance dimension at the level where the instructor draws away from the student. The least ideal teaching relationship, according to the raters, can be characterized as no communication in a relationship where the instructor draws away from the student emotionally and feels very superior to him.

The first chapter of the study is composed of the introduction, purposes of the study, hypotheses, assumptions and limitations, significance of the study, term definitions, and review of related studies. The research procedures and methodology including the experimental design, setting, sample, and treatment of data appear in the second chapter. The third chapter

includes a description of the sample and a presentation and statistical analysis of the data. An analysis and interpretation of the data are contained in the fourth chapter, and the fifth chapter includes a summary of the study, principal findings, conclusions reached, and recommendations for further study.

A HISTORIOGRAPHIC ASSESSMENT OF TWELVE JUNIOR COLLEGE AMERICAN HISTORY SURVEY TEXTS

Publication No. _____

Douglas Edward Johnston, Ph.D.
The University of Texas at Austin, 1973

Supervising Professor: James W. Reynolds

History, as a course of study, is offered in the curriculums of almost all institutions of higher learning in the United States. Among its practitioners, however, there are areas of disagreement concerning the nature of history.

In examining the views of contemporary professional historians, those who write about the nature of history tend to see it primarily as either an interpreted narrative of what has happened in the past or as a method of rational thought to be applied in solving human problems. In varying proportions, the two basic views are found in twelve major history texts used in fifteen Texas junior colleges. The twelve texts in this study are: Bailey, The American Pageant; Baldwin and Kelley, The Stream of American History, Blum et al., The National Experience; Borden et al., The American Profile; Crow and Turnbull, American History--A Problems Approach; Garraty, The American Nation; Graebner,

Fite, and White, A History of the American People; Handlin, The History of the United States; Hicks, Mowry, and Burke, History of American Democracy; Hofstadter, Miller, and Aaron, The Structure of American History and The United States: The History of a Republic; and Wright et al., The Democratic Experience.

The texts studied are generally well known, widely used, and cover the same areas of American history. In determining how closely these come to fitting the definition of history as either interpreted narrative or as a problem-solving discipline, six topics in each text were analyzed in terms of historiographical content. These are: the causes of the American Revolution, Jacksonian Democracy, the causes of the Civil War, the New Deal, United States entry into World War II, and recent history of American minority groups.

The analysis shows that these texts, with differing techniques, ably and objectively reflect the several schools of American historiographical thought that are standard for each of the six topics. The narratives are balanced, although they tend to emphasize some interpretations as being more important than others.

These texts are well-suited to the stated catalog and syllabus aims of the American history survey courses offered in the junior colleges represented in the study. With few exceptions, however, the syllabuses and course outlines

emphasize narrative history to the exclusion of most interpretation.

This dissertation contains recommendations for revising American history survey courses in order to accommodate more emphasis either on historiographical interpretations or on history as a problem-solving discipline.

40.

A CRITICAL ANALYSIS OF PROGRAMS IN THE EARTH SCIENCES IN TEXAS JUNIOR COLLEGES

Publication No. ____

Lucille Evelyn Treybig Langford, Ph.D.
The University of Texas at Austin, 1974

Supervising Professor: Dr. James W. Reynolds

Education in the earth sciences is of particular importance at a time when there is world-wide concern about environmental quality and mineral reserve depletion. A critical analysis was made of programs in the earth sciences in Texas junior colleges through pursuing three objectives: determination of the content and purpose of the course offerings; identification and consideration of the influence of current trends on course offerings; and investigation of problems reported as common in earth science programs in junior colleges.

The research, conducted during the 1972-1973 academic year, was based on information obtained from questionnaires and from structured interviews. The study produced the following data:

Of the 50 public and 8 independent junior colleges in Texas recognized by The Coordinating Board, Texas College and University System, 1 independent and 24 public junior colleges offered courses in the earth sciences.

The content and purpose of introductory geology showed a design used to safeguard future student decisions by offering a traditional basis foundation course rather than a more generalized course for the non-major. This design differs from survey reports that two-thirds of

the nation's junior colleges design their introductory course for teachers of earth science. The course offerings are limited primarily to introductory physical and historical geology. Paleontology, taught at one college, is the only sophomore course offered in the state.

Of the four current trends identified, only two were found to be influencing the programs to a great extent: concern about environmental quality and resource depletion and recent advances in earth science knowledge. Environmental quality and resource depletion topics are incorporated into the introductory geology courses. Several colleges had requested approval for courses in environmental geology.

Problems in Texas junior colleges' earth science programs are (1) course offerings are limited primarily to introductory physical and historical geology, (2) lack of sophomore courses, (3) need for increasing student enrollment, and (4) gaining approval for proposed new courses.

Recommendations include (1) developing more effective ways to popularize earth science for student recruitment, (2) establishing definite course objectives as a guide in textbook choice, and (3) maintaining closer contact with senior colleges concerning transfer policies.

DEVELOPMENT AND EVALUATION OF AN INTEGRATIVE APPROACH TO TEACHING BIOLOGY

Publication No.

Anne Penney Newton, Ph.D.
The University of Texas at Austin, 1973

Supervising Professor: James W. Reynolds

The purpose of this study was to develop, teach and evaluate a course in biology for junior college freshmen in which the laboratory and lecture were integrated. The syllabus was developed and the course was taught by two instructors in the fall semester and by one instructor in the spring semester for the 1972-1973 academic year. The course was evaluated by an adaptation of the formative and summative method of Bloom et al. (1971). On completion of the study the following conclusions were made: (1) the syllabus as developed for the fall semester was too extensive in lateral scope, (2) the syllabus for the spring semester which allowed greater vertical scope by the restriction of lateral scope was more satisfactory as an instructional guide, (3) according to the criterion of 75 per cent of the test items being correctly answered on the formative and summative tests, the data showed that learning did occur in some of the levels of

learning described by Bloom (1956) in Taxonomy of Educational Objectives to which the objectives of the integrated course were related. Two questions of lesser importance were asked in the study and data were obtained on the relationship between the students' ACT composite and their final grade in the course, and on the number of students who dropped out of the integrated sections as compared to other courses in the two previous years.

THE DERIVATION OF A CURRICULUM DESIGN FOR A COMMUNICATIONS COURSE BASED ON A CRITICAL ANALYSIS OF THE EDUCATIONAL NEEDS OF COMMUNITY COLLEGE STUDENTS IN A COMPENSATORY PROGRAM

Publication No. _____

Mary Harding Lyons, Ph.D
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Supervising Professor: James W. Reynolds

The open door community college is admitting a new type of student to college classrooms--the educationally disadvantaged student. This student, termed "high-risk" or "marginal," enters the community college with ACT scores that predict failure for him in traditional transfer programs. The literature indicates that remedial programs have also failed with this student. The literature also points to the paucity of research on both the student himself and on programs designed to meet his unique educational needs.

The purposes of this study were (a) to provide a system of classification of the motivational characteristics of the high-risk student; (b) to submit this system to instructors of a selected sample of high-risk students for their classification of the students; (c) to test the reliability of the raters by an analysis of variance formula; and (d) to derive a communications curriculum for these students based on an analysis of their characteristics.

The significance of the problem was that the communications curriculum and the instructional procedures to implement the curriculum would be derived from the characteristics of the students. Secondly, the design of the curriculum may serve as a guide for compensatory curriculum designers in community colleges formulating new programs for the marginal student.

The study sought to answer two questions, namely:

1. Can characteristics of marginal students be identified with sufficient clarity as to provide a basis for organizing a course? and

2. Can a course be derived to meet the educational needs of students with these characteristics?

The subjects of the study were 243 students of the Basic Studies Program, General Studies Division of South Campus, Tarrant County Junior College, Fort Worth, Texas. The investigation involved students of Teams I and II in the spring semester of 1972 and the spring semester of 1973. Using the Pearson-Brown Prediction Formula, the ratings of fourteen instructors of the two teams produced reliability coefficients of .72 (Team I) and .80 (Team II), both of which were significant at the .01 level.

The curriculum was tested in the academic year 1972-1973. Its principal feature was its concern for self-concept development in the students and its focus on improvement of communications skills for both college and life needs.

Findings of the study produced the following conclusions:

1. There is the probability of a similar high reliability coefficient of classification of marginal students' characteristics by instructors of similar programs using the same system.

2. The heterogeneity of the student characteristics of the study indicated the need for a variety of instructional modes to implement the curriculum, based on the individual learning styles of the students.

3. The curriculum can be designed so as to provide a level of success for all students of the program.

4. Some students, due to both obscure and obvious causal factors, may not achieve academic success in the program.

5. Subject matter is less pertinent to the formulation of the curriculum and the instructional procedures than are the characteristics of the students.

6. The success of students in the communications curriculum was facilitated by the team organizational structure of the program.

7. A comparison of the success and attrition rates of the subjects of the study and a control group of similar students who entered other programs revealed that the Basic Studies program provided a significantly higher number of semester hours earned at the C average level (2.0).

The implication of this investigation is that the certain failure predicted by bottom quartile test entry scores of community college students is not irreversible.

A CRITICAL ANALYSIS OF A COMPENSATORY EDUCATION CURRICULUM DESIGNED FOR ACADEMICALLY DISADVANTAGED STUDENTS IN A PUBLIC JUNIOR COLLEGE

Publication No.

Jimmy Ray Walls, Ph.D.
The University of Texas at Austin, 1973

Supervising Professor: James W. Reynolds

The study is directed toward a common dilemma faced by public junior colleges as a result of the ever-widening "open door" admissions policy: maintenance of academic respectability while adjusting portions of the curriculum sufficiently enough to place academic success within the reach of entering freshmen who are not scholastically prepared for traditional or regular course offerings. A review of literature reflects the need for objective evaluative reports on existing remedial education programs in public junior colleges, and serves as the basis for a list of characteristics desirable in such programs.

Characteristics of the remedial or Guided Studies program at San Antonio College in the fall of 1969 are examined and subjectively evaluated. Among the items included are, organization of the program, the staff, curriculum, instructional techniques, and student-teacher ratio. Characteristics of faculty members who taught in the remedial or Guided Studies program at San Antonio College in 1969 are compared to characteristics of faculty members

in the same departments who did not teach Guided Studies courses. Quality of instruction (as reflected by faculty qualifications and experience) received by Guided Studies students, is compared to that received by students in the regular curriculum. The possibility of disparities in the reward system (salaries and promotions) which might indicate the influence of bias toward members of the Guided Studies faculty, also is explored. Data thus acquired, combined with results of the study on characteristics of the program, are used for an analysis of measured effectiveness, and for making recommendations for improvement of the program.

Effectiveness of the program, in terms of scholastic performance and persistence, is evaluated by comparing records accumulated in the regular curriculum by a control group and an experimental group over a duration of four semesters. Statistical analyses are used to test the hypothesis that,

> THE GUIDED STUDIES PROGRAM AT SAN ANTONIO COLLEGE IN THE FALL OF 1969 WAS EFFECTIVE IN HELPING STUDENTS OVERCOME ACADEMIC DEFICIENCIES.

Further assessment of the special treatment afforded by the remedial program is made by comparing the performance of students grouped within the program according to entrance examination scores and according to personal, ethnic, and educational characteristics.

Results of the study question the value of a nationally-standardized test as the single or primary placement criterion for students of comparatively low academic achievement level. Since the experimental group did not surpass the control group in either performance or persistence, the hypothesis apparently is disproved. Other results of the study indicate, however, that the program was effective in helping Guided Studies students with (1) language disabilities suggested by a Spanish surname, and (2) one or more admission credit deficiencies, to perform comparably with other students enrolled in the program.

A CONTENT ANALYSIS BETWEEN CURRICULUM CONTENT TAUGHT AND LEARNED IN A PRE-SERVICE NURSING PROGRAM LEADING TO THE ASSOCIATE DEGREE WITH CURRICULUM CONTENT TAUGHT AND LEARNED IN A PRE-SERVICE NURSING PROGRAM LEADING TO THE BACCALAUREATE DEGREE

Publication No. _____

Hector Hugo Gonzalez, RN, BSN, MSN
The University of Texas at Austin, 1974

Supervising Professor: James W. Reynolds

The identification and description of similarities and dissimilarities in selected (medical-surgical and psychiatric nursing courses) curriculum content in two types of pre-service nursing programs was conducted in four phases: identification and description of curriculum content taught; identification and description of similarities and dissimilarities between curriculum content taught; identification and description of similarities and dissimilarities between curriculum content taught by type of pre-service nursing program and curriculum content learned by their respective graduates; and, identification and description of similarities and dissimilarities between curriculum content learned by type of graduate.

The method used to achieve the purposes of the study was the documentary frequency study--a type of normative survey research.

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